



Nova History Curriculum

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Nova History Curriculum

Intent

Our history curriculum provides all pupils at Nova Primary Academy with coherent and chronological substantive knowledge of the history of Britain and the wider world, selected to build pupils' understanding of three vertical concepts. These vertical concepts provide both a concrete lens through which to study and contextualise history, as well as use small steps to help pupils gain a deep understanding of complex, abstract ideas:

Quest for knowledge: How do people understand the world around them? What is believed; what is known; what scientific and technological developments are made at the time? How is knowledge stored and shared? What shapes people's views about the world?

Power, Empire and Democracy: Who holds power, and what does this mean for different people in the civilisations? How is power wielded and legitimised? How are people's rights different in different historical contexts?

Community and Family: What is life like for people in different societies? How are these societies structured? How are family and community roles and relationships different in different historical contexts?

Our history curriculum provides opportunities for all pupils to see themselves reflected in the curriculum, but also to be taken beyond their own experiences. It teaches pupils about civilisations from across the world and the experiences—both negative and positive—of different individuals through history.

Pupils are taught how to think, read and write like a historian and how to approach challenging, historically-valid questions. Our curriculum is grounded in core disciplinary knowledge.

Implementation

Our history curriculum is planned from the national curriculum and supported with resources from the United Learning Curriculum. In Early Years, our pupils are first given the opportunity to develop a curiosity for history, History skills are taught within Understanding the World in the Early Years' curriculum. Pupils are introduced to the concept of past and present and relate this to their own lives and the people in it. Through stories, pupils are supported to begin to understand how the world has changed over time.

In Key Stage 1, pupils build on their learning from EYFS and learn about their own family history. Through this, they are introduced to timelines and will begin to build their chronological understanding. Pupils will also use specific foci (such as transport and homes) to learn about changes through time. Within this, pupils will explore changes within and beyond living memory and start to compare similarities and differences that they notice. Pupils' historical learning in KS1 will also focus on significant events and individuals, specifically exploring how the lives of two individuals who lived at different times in history can compare. Pupils will be introduced to historical sources and will use these to learn more about their local history. The focus on events within and beyond living memory combined with exploration of significant individuals and events provides our pupils with a foundation and understanding of history ready for Key Stage 2.

Our Key Stage 2 history curriculum is delivered in chronological order which helps develop a better understanding of chronology as well as providing opportunities to make meaningful connections. In KS2, pupils will develop their understanding and use of timelines and historical sources further to compare different periods and learn how and why historians learn about history. Pupils will learn about different civilisations and build a historical narrative of similarities and differences between civilisations in Britain and the world. Our pupils will learn about Ancient history and how our world today has been impacted by events that have happened before us.



Implementation

Our curriculum has been designed to be ambitious for our pupils. Our lessons are planned and taught so that previous knowledge is revised and built on. History skills are taught progressively through our curriculum and pupils build on prior learning whilst also developing a better understanding of subject specific vocabulary. Teachers create knowledge organisers which outlines the key vocabulary and key substantive and disciplinary knowledge for that unit. In our history planning and teaching, we provide the following:

- Key skills taught at the beginning of every lesson to revisit and embed previous learning
- Opportunities and questioning used to revisit and consolidate prior learning.
- Educational visits, visiting experts and artefacts enhance the learning experience.
- Opportunities for all pupils to see themselves and their community reflected in the curriculum.
- Learning that is accessible for pupils of all abilities. Scaffolds or adult support is provided when needed.

Our history curriculum is taught in a blocked approach in each term across the school year. This means that pupils will be able to build on previous learning in a sequences approach over the course of 3 weeks. In classrooms, teachers will display the subject specific vocabulary. Teachers will either choose to have a working wall that shows the learning journey of their unit or a display of the learning intentions.

Impact

Our history curriculum is sequenced and planned to demonstrate progression. Pupils will build their understanding of the past and see themselves and their community reflected in their learning. Pupils will become more aware of the impact the past has had on the present day. They will build in their own analytical thinking and form a better understanding of how historians learn about the past. Our pupils will develop enthusiasm and passion for history and become curious about the past. Our curriculum is designed to be ambitious and challenging. We believe that if pupils are keeping up with the demands of each lesson, that they are making good or better progress.

We also measure the impact of our history curriculum in the following ways:

- Pre and post learning quizzes designed to address gaps at the beginning of the unit and reflect on learning at the end of the unit.
- Pupil's books and pupil discussions about their learning.
- Teachers discussing learning with pupils in the lesson and reflecting where additional support or challenge may be needed.

Our history curriculum is also planned in a way which promotes the cultural capital of all our pupils. We enhance our curriculum especially for the most disadvantaged by organising guest speakers and visitors, organising History days which focus on key historical events and promote careers in history. We also provide additional opportunities such as school trips to enrich pupil's understanding and provide context through first-hand experiences.



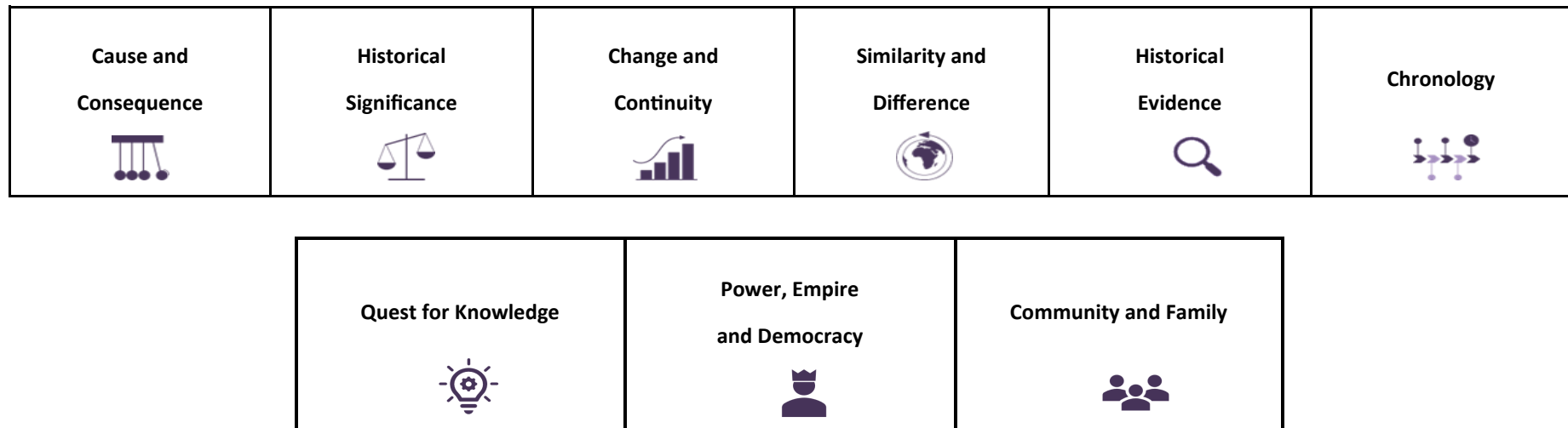
Alignment to the National Curriculum

KS1	Changes within living memory. Where appropriate, these should be used to reveal aspects of	Year 1 Autumn, Year 1 Spring, Year 1 Summer, Year 2 Summer
	Events beyond living memory that are significant nationally or globally.	Year 2 Spring
	The lives of significant individuals in the past who have contributed to national and international	Year 1 Spring, Year 2 Autumn
	Lives of significant individuals who can be used to compare aspects of life in other periods.	Year 2 Autumn
	Significant historical events, people and places in their own locality.	Year 2 Summer
KS2	Changes in Britain from the Stone Age to the Iron Age.	Year 3 Autumn
	The Roman Empire	Year 5 Autumn
	The Roman Empire's Impact on Britain.	Year 5 Spring
	Britain's settlement by Anglo-Saxons and Scots.	Year 5 Summer
	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Con-	Year 6 Spring
	A local history study.	Year 4 Summer
	A study of an aspect or theme in Britain that extends pupils' chronological understanding beyond	Year 6 Autumn, Year 6 Summer
	The achievements on the earliest civilisations—an overview of where and when the first civilisa-	Year 3 Spring, Year 3 Summer, Year 4 Autumn, Year 4 Spring
	The achievements of the earliest civilisations—a depth study of Ancient Egypt	Year 3 Spring
	Ancient Greece—a study of Greek life and achievements and their influence on the western	Year 3 Summer
	A non-European society that provides contrast with British history—Early Islamic Civilisation, in-	Year 4 Autumn, Year 4 Spring



Curriculum Design and Progression







At Nova Primary Academy, our history curriculum enables pupils to ‘think like a historian’ by developing disciplinary knowledge (knowing that) and procedural knowledge (knowing how to). The disciplinary knowledge we teach falls under the following categories: Cause and Consequence; Historical Significance; Change and Continuity; Similarity and Difference and Historical Evidence. The procedural knowledge in our curriculum is our teaching and learning on Chronology. Our curriculum also has vertical concepts which allow us to deepen pupils’s understanding of abstract ideas. These vertical concepts are: Quest for Knowledge; Power, Empire and Democracy; and Community and Family. These concepts are threaded throughout our history curriculum.





Knowledge Progression







The following tables outline where the knowledge is first taught in our curriculum.

Year Group	Cause and Consequence 	Historical Significance 	Change and Continuity 	Similarities and Differences 	Historical Evidence 	Chronology 
Reception			<ul style="list-style-type: none"> •Over time, some things about me/the place where I live stay the same and some things change •Historians can describe changes that have happened over time •Over time, some things about a place stay the same and some things stay the same 		<ul style="list-style-type: none"> •We can look at photographs and images to see how life was different in the past 	<ul style="list-style-type: none"> •Use vocabulary like now, then, before, after, a long time ago
Year 1	<ul style="list-style-type: none"> •Things in the past happened happen because something causes them to happen 	<ul style="list-style-type: none"> •Historians choose to study people or events from the past because they resulted in change 	<ul style="list-style-type: none"> •Historians can describe changes that have happened over time •Some changes happen more quickly than others. The world is changing more quickly in more recent history 	<ul style="list-style-type: none"> •Historians study the way things were different in the past 	<ul style="list-style-type: none"> •History is the study of humans who lived in the past •Historians learn about the past by interpreting sources •Sources can be written, video/audio, images, artefacts or oral history 	<ul style="list-style-type: none"> •Decide whether a source shows life in the past or life in the present •Place events in pupils' days in order •State whether a source shows life in a more or less recent time than another •Recognise historical periods or events using arrows on a blank timeline
Year 2	<ul style="list-style-type: none"> •Some things have lots of causes •Causes can be long-term conditions or short-term triggers 	<ul style="list-style-type: none"> •Historians choose to study people or events from the past because they were important to people at the time, and/or are remembered today 	<ul style="list-style-type: none"> •Historians describe how changes affect people's lives 	<ul style="list-style-type: none"> •Similarities and differences exist between two individuals who lived in the past 	<ul style="list-style-type: none"> •Primary sources are sources that were created by someone who experienced the event firsthand. Secondary sources are written about primary sources 	<ul style="list-style-type: none"> •Place a small selection of sources in order, from most to least recent
Year 3	<ul style="list-style-type: none"> •Some things have lots of causes that are connected in some way 		<ul style="list-style-type: none"> •The impact of larger-scale changes can be seen in [my local area] 	<ul style="list-style-type: none"> •Historians sometimes group people together to make explanations easier, but every individual in the past had similar and different experiences 	<ul style="list-style-type: none"> •Archaeology is the branch of history that deals with remains of human life •Archaeologists study artefacts, ecofacts and features •There are limits to what historians can learn from any collection of sources •Sources do not provide an objective account of what happened in history; historians need to consider the author and purpose to analyse it critically 	<ul style="list-style-type: none"> •Use vocabulary like decade and century



Knowledge Progression




The following tables outline where the knowledge is first taught in our curriculum.

Year Group	Cause and Consequence 	Historical Significance 	Change and Continuity 	Similarities and Differences 	Historical Evidence 	Chronology 
Year 4		<ul style="list-style-type: none"> Historians can set their own criteria for what they consider to be significant and why it should be studied 		<ul style="list-style-type: none"> Historians can consider the similarities and differences between people in two historical civilisations 	<ul style="list-style-type: none"> Local history archives can be an invaluable source of information for historians Political maps have changed over time 	<ul style="list-style-type: none"> Describe historical periods using dates (AD only) and as a given number of years ago Place dates (AD only) on a timeline Convert between a year and a century
Year 5	<ul style="list-style-type: none"> Causes can be categorised as economic, physical, institutional, social, environmental etc Historians can argue that one cause is more important than another 	<ul style="list-style-type: none"> The past is everything that has happened to everyone, but we only learn about some parts in history. The rest is known as silence 	<ul style="list-style-type: none"> Changes do not follow one trajectory Changes do not always mean progress Changes can take place gradually (evolution) or very rapidly and completely (revolution) 	<ul style="list-style-type: none"> Historians should recognise the similar and different experiences that individuals from the same community have based on their age, gender, race, wealth, sexuality or other characteristics 	<ul style="list-style-type: none"> Historians cross-reference sources in order to build confidence 	<ul style="list-style-type: none"> Recognise and use AD/BC and CE/BCE accurately Use vocabulary like decade, century and millennium
Year 6	<ul style="list-style-type: none"> Historians interpret primary and secondary sources and build arguments that can explain the causes of events 	<ul style="list-style-type: none"> What historians consider to be significant is different to different people at different places and times We, as historians, can recognise reasons for why we are studying something in a particular place or time 	<ul style="list-style-type: none"> Historians can identify and analyse examples of resistance to change Historians' understanding of how and why changes took place develops over time 		<ul style="list-style-type: none"> Archaeologists follow a similar process to scientists: Planning; Measure & Observe; Record & Present; Analyse & Evaluate 	<ul style="list-style-type: none"> Use key dates to compare the timing of two events, considering how closely together or far apart they occurred
Year 7+	<ul style="list-style-type: none"> Historical changes happen because of two main factors: 1. Individuals (personal) 2. Conditions (contextual: social and economic) There may be interplay between the two, where conditions impact individuals. 	<ul style="list-style-type: none"> Criteria is used to assess significance. It can be recalled through the 5Rs: \$Resulted in change, \$Revelation, \$Remembrance, \$Resonates, \$Remarked upon. 	<ul style="list-style-type: none"> Change and continuity happen alongside each other within and between historical periods. Different groups in society may experience changes differently. Change is a process. Trends across time can be identified. Turning points can be identified with hindsight, such as scientific inventions. 	<ul style="list-style-type: none"> Considering individuals means to draw inferences about their lives. It does not mean using modern world views to imagine the past. Avoid presentism whereby the world views of today are applied to the past. 	<ul style="list-style-type: none"> Evidence needs to be understood in its context. The utility of evidence varies according to the questions being asked of it. Every source has a use as it tells us something about the past within a context, despite its limitations. 	<p>Pupils will apply their chronological understanding, becoming increasingly familiar with chronological narrative, the nature and events of historical periods.</p> <p>The aim is for pupils to progress towards period resonance whereby key terms and concepts can be accurately and swiftly applied within its historical context.</p>



Vertical Concepts




The following tables outline where the Vertical Concepts are threaded through our curriculum.

Year Group	Power, Empire and Democracy 		Quest for Knowledge 		Community and Family 	
	Power and Empires	Government and Democracy	Changing Worldviews	Knowledge	Changing Communities	Community Life
Reception	<ul style="list-style-type: none"> •The King is an important person where we live 			<ul style="list-style-type: none"> •The technology and things we have today have not always existed 		<ul style="list-style-type: none"> •Talk about the lives of the people in my community, including my family, and their roles in society
Year 1				<ul style="list-style-type: none"> •It took a long time for the knowledge that we have today to develop 	<ul style="list-style-type: none"> •My local community was different for families at different times in history •In the past, communities were smaller because people could not travel so far 	<ul style="list-style-type: none"> •Homes and the things we use in our homes have changed during the lives of the people in our community
Year 2	<ul style="list-style-type: none"> •The King or Queen (monarch) has power to make new rules in a country 			<ul style="list-style-type: none"> •Sometimes it was the contributions of important individuals that were important in advancing our knowledge 	<ul style="list-style-type: none"> •People in history lived in communities that look different to ours today 	<ul style="list-style-type: none"> •Some aspects of life in my own community have changed over time and others have stayed the same
Year 3	<ul style="list-style-type: none"> •Empires are large areas of land that are controlled by one person or group of people •People get their power in different ways. For example, some are powerful because they have divine status, i.e. seen as half man or half god; some are rich; some have powerful armies 	<ul style="list-style-type: none"> •Different places have different systems of government. Some can be autocratic, some can be democratic •Not all democracies are the same. The UK has a democracy •City-states have independent identities and governments 	<ul style="list-style-type: none"> •People in the past had different beliefs and worldviews to us •Sometimes people's knowledge and beliefs are based on the natural world around them •People held different beliefs about an afterlife •Animal sacrifices could be an important part of worship. •Some people believed in multiple Gods 	<ul style="list-style-type: none"> •People in the past had different knowledge to us; this does not mean that they are more 'stupid' than people today 	<ul style="list-style-type: none"> •There are many factors which can cause communities to change over time 	<ul style="list-style-type: none"> •In communities in the past, different people often had very defined roles •In the earliest communities families had to be self-sufficient, and did everything (hunt, cook, clean, build, heal) themselves
Year 4	<ul style="list-style-type: none"> •Empires grow and shrink as the power of its leader changes 		<ul style="list-style-type: none"> •Sometimes a political leader is also a religious leader 	<ul style="list-style-type: none"> •Knowledge was developed and shared across different civilisations across many continents •Different civilisations place different values on knowledge and scientific development than others •Different civilisations across the world developed similar knowledge independently 	<ul style="list-style-type: none"> •Communities can be brought together by geographical location, or by a shared identity •Trade can impact what a community looks like 	<ul style="list-style-type: none"> •At some points in history the education of pupils has been highly valued



Vertical Concepts


The following tables outline where the Vertical Concepts are threaded through our curriculum.

Year Group	Power, Empire and Democracy 		Quest for Knowledge 		Community and Family 	
	Power and Empires	Government and Democracy	Changing Worldviews	Knowledge	Changing Communities	Community Life
Year 5	<ul style="list-style-type: none"> Drivers of power can be categorised into: <ul style="list-style-type: none"> institutional (i.e. head teacher in charge of a school; priest in charge of a church; king in charge of a country); economic (using money to give you power); physical (having physical strength or armies); intellectual (the power of knowledge and literacy); informal (soft power of influencing others). Leaders can delegate power to regional and 	<ul style="list-style-type: none"> Governments that look democratic on paper can be autocratic in reality 	<ul style="list-style-type: none"> There has been tolerance and persecution of different beliefs at different points in history Official 'belief systems' may change quickly but, in practice, individuals' beliefs did not change that quickly. 	<ul style="list-style-type: none"> The oral tradition – still the most dominant form of communication today – is the method of remembering and passing on all of the knowledge accumulated over thousands of generations by the spoken word Different civilisations take different valid approaches to knowledge. Western science and the emphasis on the scientific method is not the dominant approach everywhere in the world 		<ul style="list-style-type: none"> Different civilisations have different ideas about what a "family" is Systems of slavery have existed in communities and civilisations across the world for a long time. Slaves could be taken from different communities based on their wealth
Year 6	<ul style="list-style-type: none"> Everyone has the power to make change. Protests, campaigns and challenging other people are all ways that we can exert our personal power 	<ul style="list-style-type: none"> Boundaries can change over time Some places organise themselves in ways that have both autocratic and democratic features 	<ul style="list-style-type: none"> People's personal 'belief systems' can take on ideas from lots of places 	<ul style="list-style-type: none"> Deciding what knowledge is taught in schools is a contentious decision, and people have different opinions about it 	<ul style="list-style-type: none"> Conflict and prejudice within communities can impact on society, as well as individuals, over time 	<ul style="list-style-type: none"> Slaves could be taken from different communities based on their race, ethnicity or gender The achievements of women have often been undervalued in different societies in the past Throughout history women have often faced different obstacles to achieving the same things as men At some points in history pupils have been expected to contribute to daily life in their
Year 7+	At KS3 pupils will learn more about the following concepts relating to "Power" : <i>absolute monarchy, authority, constitution, democracy, empire, government, grassroots, hierarchy, imperialism, institutional racism, judiciary, mercantilism, nationalism, papacy, parliament, propaganda, revolution, sanction, succession, superpowers, taxation, The Establishment, totalitarian, and tyranny.</i> They will also learn about <i>campaign, civil liberties, activism, diversity, protest and reform ("Identity")</i> .		At KS3 pupils will learn about "Connectivity" , in particular focusing on <i>discovery, education, exploration, globalism, industrialization, invention, and the spread of knowledge, science and technology and medicine.</i>		At KS3 pupils will learn more about "Connectivity" , focusing on <i>feudalism, trade, free trade, globalism, humanism, interconnectedness, localism, migration, pilgrimage and socialism.</i>	



Knowledge Progression: Unit View


These pages show where each knowledge focus is introduced and details in which history unit this happens in.

 Cause and Consequence		
Year Group	Statement	Learning Overview
Reception		In Personal, Social and Emotional Development, we start to explore the effects of our actions on other people.
Year 1	Things in the past happened because something caused them to happen.	Homes through Time: In the context of homes, we explore why homes may have been built in the way there were. For example, why were Victorian houses built back-to-back? (To save space, which was limited in some places).
Year 2	Some things can have lots of causes. Causes can be long-term conditions or short-term triggers.	Great Fire of London: We learn about facts of the Great Fire of London and identify, from this list, the many reasons as to why the fire burned for so long. (i.e. 'the houses were built close together' is one part of the answer to the question, but 'the fire started in Pudding Lane' is not). We also discuss and start to rank the identified reasons as to which one had the most impact. We consider the reasons why the Great Fire of London burned for so long, and decide if they are long-term conditions (e.g. houses being built close together) or short-term triggers (e.g. the strong wind that blew on the day, which spread the fire quickly).
Year 3	Some things have lots of causes that are connected in some way.	Ancient Egypt: We consider the reasons why the Egyptian pharaoh was so powerful and how they are connected and can be mutually supportive (e.g. they were often viewed as warrior kings who conquered other places, and this brought new wealth which was another reason as to why the pharaoh was powerful).
Year 4		
Year 5	Causes can be categorised as economic, physical, social, institutional, etc. Historians can argue that some causes are more important than others.	Romans in Britain: We learn about the ways that Romans kept control of Britannia, and group these ways into economic, physical, institutional, informal and intellectual. As historians, we discuss and give reasons for why we think one way of maintaining control was more effective than another.
Year 6	Historians interpret primary and secondary sources and	Viking Age



Knowledge Progression: Unit View


These pages show where each knowledge focus is introduced and details in which history unit this happens in.

 Historical Significance		
Year Group	Statement	Learning Overview
Reception		
Year 1	Historians choose to study people or events from the past because they resulted in change.	History of Transport: We learn about Henry Ford or the Wright brothers because they created big changes in the way we travel.
Year 2	Historians choose to study people or events from the past because they resulted in change and/or were important to people at the time and/or are remembered today.	Great Fire of London: We ask why we remember the Great Fire of London today: because of the short-term changes in the city, but also the longer-term impacts on building regulations and fire service that are relevant today.
Year 3		
Year 4	Historians can set their own criteria for what they consider to be significant and why it should be studied.	Early Islamic Civilisation: We make our own arguments as to why we – and next year's Year 4 – should learn about the Early Islamic Civilisation.
Year 5		
Year 6	What historians consider to be significant is different to different people at different places and times. We, as historians, can recognise reasons for why we are studying something in a particular place or time.	Global History: We talk about how today's context shapes what we learn about in history lessons, and why we are learning about (e.g.) the British civil rights movement in school, when the adults at home probably did not.



Knowledge Progression: Unit View


These pages show where each knowledge focus is introduced and details in which history unit this happens in.

 Change and Continuity		
Year Group	Statement	Learning Overview
Reception	<p>Historians can describe changes that have happened over time.</p> <p>Over time, some things about the place where I live have changed, and some things have stayed the same.</p>	<p>Me and My World</p> <p>Where We Live: We use photographs to describe how the place we live has changed over time.</p>
Year 1	<p>Historians can describe changes that have happened over time.</p> <p>Some changes happen more quickly than others. The world is changing more quickly in more recent history.</p>	<p>My Family History: We use photographs and artefacts to describe changes in living memory, focusing on schools, communication and/or toys.</p> <p>History of Transport: We visualise history on a timeline or roadmap, and notice how there are more differences between the changes in more recent times.</p>
Year 2	Historians describe how changes affect people's lives.	Great Fire of London
Year 3		
Year 4	The impact of larger-scale changes can be seen in Peterborough.	Local History: Peterborough Cathedral
Year 5	<p>Changes do not always follow one trajectory, and changes do not always mean progress.</p> <p>Changes can take place gradually (evolution) or very rapidly and completely (revolution).</p>	<p>Ancient Rome: We learn about how Rome grows and then shrinks; how the average Roman citizen gained more power in the republic and then less in the empire; and how Romans persecuted Christians more, and then less as the empire became more tolerant.</p> <p>Ancient Rome: We visualise some of the changes taking place in Rome on a graph, e.g. the size of the empire on the y-axis and the time along the x-axis. This helps us to see how the rate of changes could vary.</p>
Year 6	<p>Historians can identify and analyse examples of resistance to change.</p> <p>Historians' understanding of how and why changes took place develops over time.</p>	Global History



Knowledge Progression: Unit View


These pages show where each knowledge focus is introduced and details in which history unit this happens in.

 <u>Similarities and Differences</u>		
Year Group	Statement	Learning Overview
Reception		
Year 1	Historians study the way things were different in the past.	History of Transport
Year 2	Similarities and differences exist between two individuals who lived in the past.	Significant Individuals: We learn about Sacagawea and Michael Collins, both American explorers who went on expeditions, and describe the similarities and differences of their experiences.
Year 3	Historians sometimes group people together to make explanations easier, but every individual in the past had similar and different experiences.	Ancient Greece: We challenge the label of 'ancient Greek', and question whether all these people would have had similar experiences. We talk explicitly about the differences in city-states, and the different experiences of men, women and pupils in Athens' democracy.
Year 4	Historians can consider the similarities and differences between people in two historical civilisations.	Kingdom of Benin: We learn about the Kingdom of Benin and compare this civilisation with another ancient civilisation.
Year 5	Historians should recognise the similar and different experiences that individuals from the same community have based on their age, gender, race, wealth, sexuality and other characteristics.	We learn about the diversity of the Roman empire, and the range of experiences that people could have within it.
Year 6		



Knowledge Progression: Unit View


These pages show where each knowledge focus is introduced and details in which history unit this happens in.

 Historical Evidence		
Year Group	Statement	Learning Overview
Reception	We can look at images and photographs to see how life was different in the past.	Me and My World: We look at photographs and images of castles and monarchs from the past and the present.
Year 1	History is the study of humans who lived in the past. Historians learn about the past by interpreting sources. Sources can be written, video/audio, images, artefacts or oral history.	My Family History: We can identify whether an image shows something that historians might study. MyFamily History: We use a range of sources – including artefacts, images, oral history and some written text – to compare the past with the present.
Year 2	Primary sources are sources that were created by someone who experience the event firsthand. Secondary sources are written about primary sources.	Local History: We use primary sources (e.g. photographs taken in the past) and secondary sources (e.g. leaflets about the history of our local area) to learn about our community in the past.
Year 3	There are limits to what historians can learn from a collection of sources. Archaeology is the branch of history that deals with remains of human life. Archaeologists study artefacts, ecofacts and features. Sources do not provide an objective account of what happened in history; historians need to consider the author and purpose and analyse it critically.	Prehistoric Britain: We talk about why historians can never truly know what prehistoric Britons believed, even when using artefacts and ecofacts. Prehistoric Britain: We consider how historians know about what life was like in prehistoric Britain, and about the artefacts, ecofacts and features they use. Ancient Egypt: We consider an ancient Egypt relief depicting events of a battle, and an inscription in a pharaoh's tomb. We consider the audience and purpose and talk about why we cannot take these sources as factual recordings.
Year 4	Political maps change over time. Local history archives can be an invaluable source of information for historians.	Early Islamic Civilisation: We learn about how the size and boundaries of the early Islamic civilisation changed over time, as the caliph lost or gained lands.. Local History: We use sources in our local area as part of our local history project.
Year 5	Historians need to cross-reference sources in order to build confidence in what they say. Archaeologists follow a very similar process to scientists.	Romans in Britain: We cross-reference two written sources as well as archaeological evidence and use these to say whether or not farming was taking place in Britain before the Romans' arrival. Anglo Saxons: We learn about Sutton Hoo and how archaeologists went about their investigation.



Knowledge Progression: Unit View

These pages show where each knowledge focus is introduced and details in which history unit this happens in.

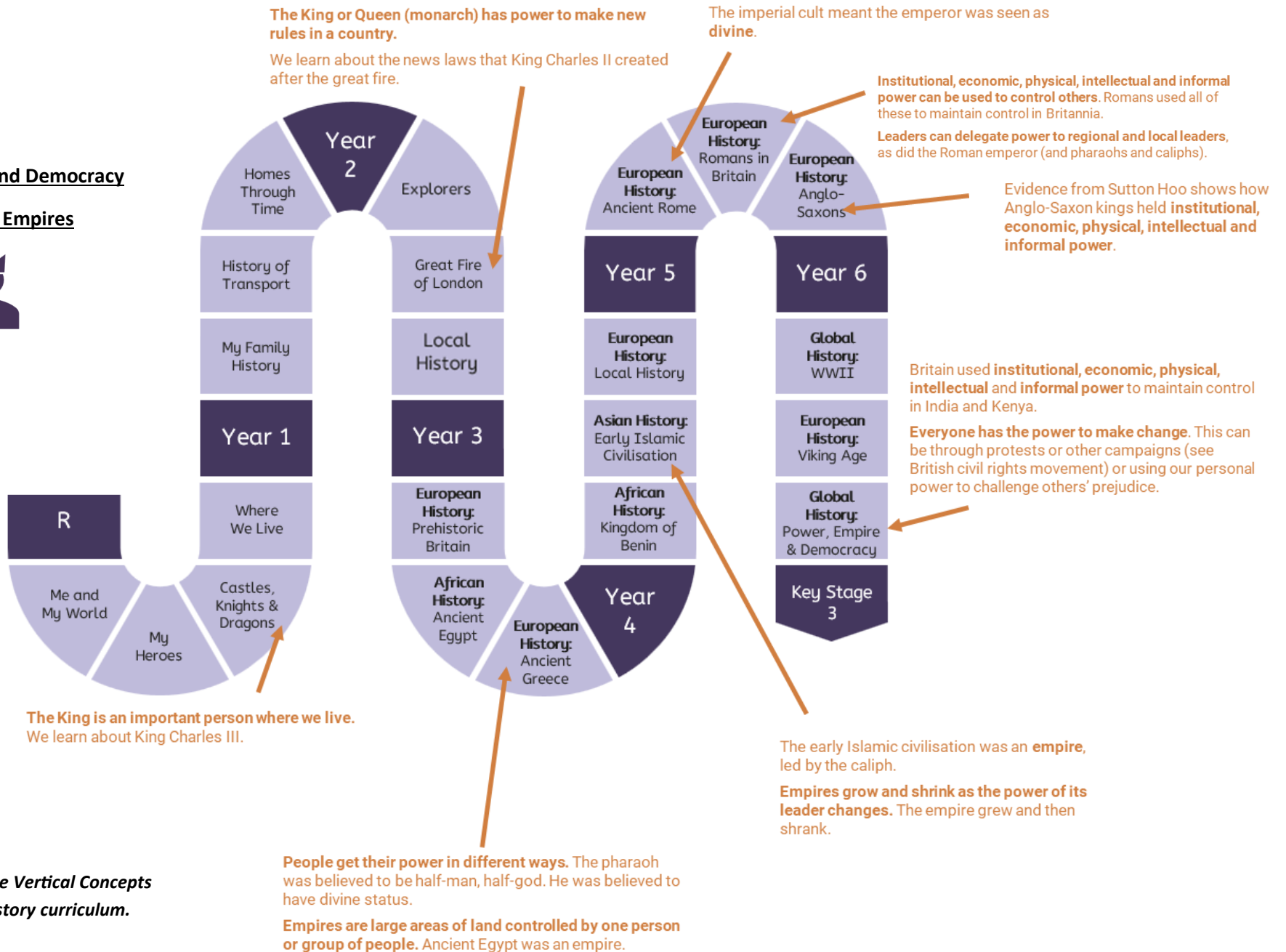
 Chronology		
Year Group	Statement	Learning Overview
Reception	We use vocabulary like, 'now', 'then', 'before', 'after' and 'a long time ago'.	Me and My World
Year 1	<p>We put events from our daily routine in the order in which they usually happen.</p> <p>We decide whether a source shows life in the past or present.</p> <p>We recognise historical periods or events using arrows on a blank timeline.</p> <p>We decide whether a source shows life in a more or less recent time than another.</p>	<p>My Family History</p> <p>History of Transport</p> <p>Homes Through Time</p>
Year 2	We place a small selection of sources in order, from most to least recent.	Local History
Year 3	We use vocabulary like 'decade' and 'century'.	Ancient Greece
Year 4	<p>We describe historical periods and time using dates [AD only] and as a given number of years ago (up to 1000, as per mathematics knowledge).</p> <p>We place dates (AD only) on a timeline.</p> <p>We convert between a year and a century.</p>	Early Islamic Civilisation
Year 5	<p>Now we are secure in negative numbers in mathematics, we can use AD (CE) and BC (BCE) accurately.</p> <p>We add 'millennium' to our vocabulary of a way of describing time.</p>	<p>Ancient Rome</p> <p>Romans in Britain</p>
Year 6	We use key dates to compare the timing of two events, considering how closely together or far apart they occurred.	Global History



Vertical Concepts

Power, Empire and Democracy

Power and Empires



This page shows how the Vertical Concepts are introduced in our history curriculum.



Vertical Concepts

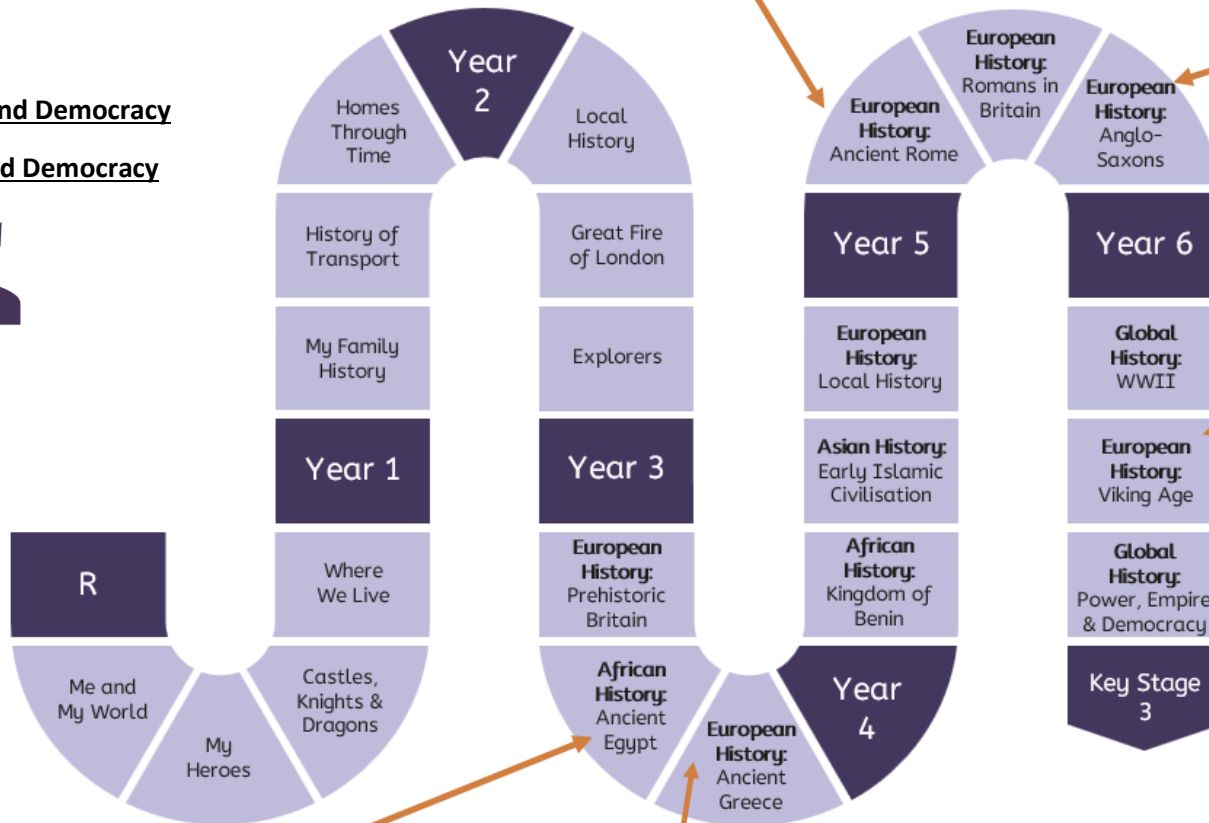
Governments that look democratic on paper can be autocratic in reality. Rome's transition from kings, to republic to dictatorship to empire did not change much in practice.

The Roman empire was ruled by an **autocratic** emperor.

Boundaries of Anglo-Saxon kingdoms changed over time, reflecting changing power of their kings.

Power, Empire and Democracy

Government and Democracy



Some places are ruled as an **autocracy**. The Egyptian pharaoh was autocratic and answerable to no one.

An **autocracy** is place where one person or one group can rule exactly as they want to forever.

Democracy is a system of **government** where everyone has a say.

Some places are ruled as a **democracy**. We compare Athenian democracy with Spartan (and Egyptian) kings.

Not all **democracies** are the same. We compare UK with Athens.

City-states have independent identities and governments.

The Vikings organised themselves in ways that had **autocratic** and **democratic** features (things).

Boundaries of Viking territory in England changed over time.

Some places organise themselves in ways that have both autocratic and democratic features.

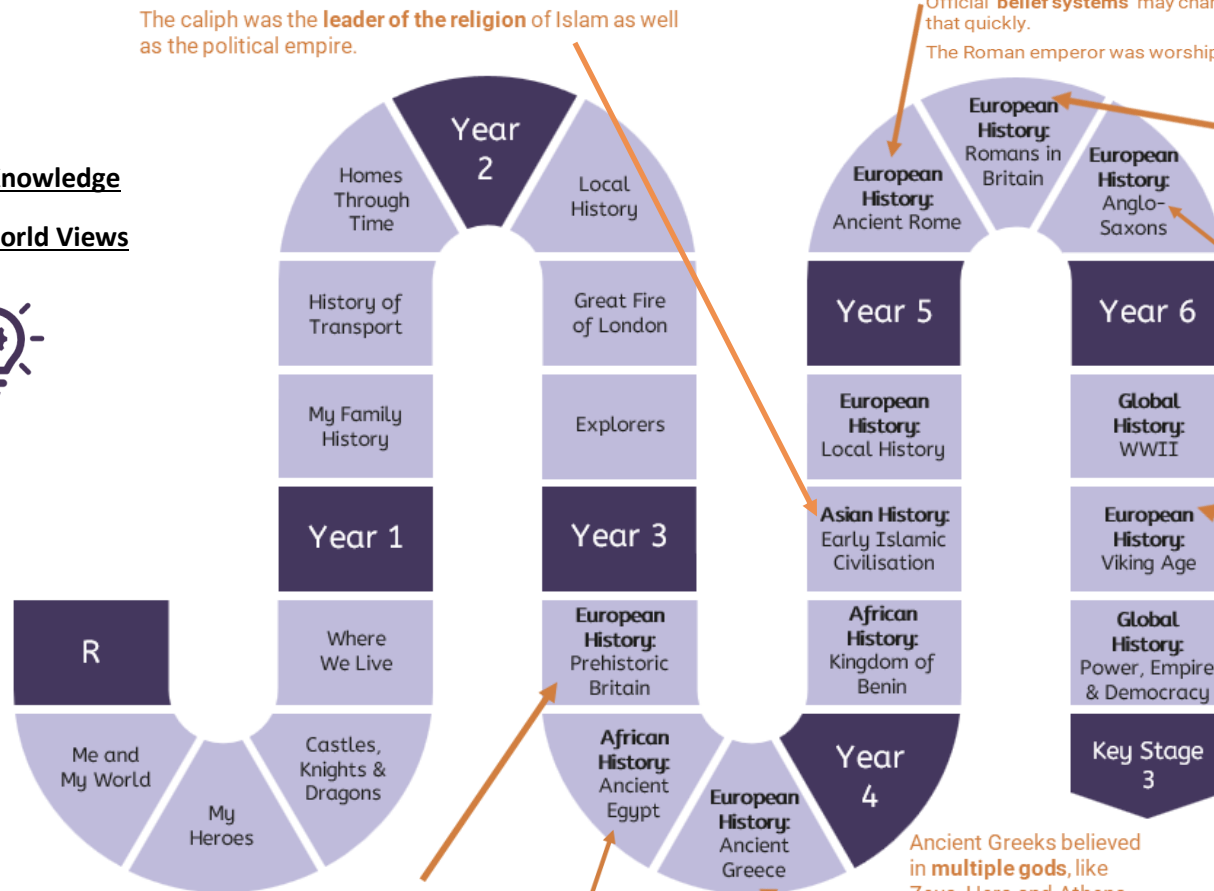
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Vertical Concepts

Quest for Knowledge

Changing World Views



The caliph was the **leader of the religion** of Islam as well as the political empire.

'**Belief systems**' **evolved** in the Roman empire as it conquered new people with different beliefs. Romans believed in **multiple gods**, based on ancient Greek gods.

There can be **tolerance** or **persecution** of different beliefs.

Official '**belief systems**' may change quickly but, in practice, individuals' beliefs did not change that quickly.

The Roman emperor was worshipped **like a god** after he died.

Shared beliefs can be a way of uniting – to some extent – two peoples. Romans and Britons found some common ground at some temples.

People's **personal 'belief systems'** can take on ideas from lots of places. The **grave goods** from Anglo-Saxon England suggest beliefs in the natural world existing alongside newer Christian ideas.

The Vikings believed in **multiple gods**, like Odin, Thor and Loki.

The Vikings believed in an **afterlife** called Valhalla.

Viking beliefs slowly **evolved** to incorporate more Christianity.

People in the past had different beliefs and worldviews to us.

Some knowledge and beliefs are based on the **natural world**. People held similar and different beliefs about an **afterlife**. Prehistoric **grave goods** show prehistoric Britons believed items would be needed in an afterlife.

Animal sacrifices could be an important part of worship. There is evidence of this in prehistoric Britain.

Ancient Greeks believed in **multiple gods**, like Zeus, Hera and Athena.

Ancient Greeks worshipped their gods in **temples**.

Ancient Egyptians believed in an **afterlife** known as the Field of Reeds.

Ancient Egyptian **grave goods** show that people believed items would be needed for the **afterlife**. Grave goods belonging to the pharaoh have been found in pyramids.

Ancient Egyptians believed in **multiple gods**, like Horus, Isis and Osiris.

The pharaoh was believed to be **half man, half god**.

This page shows how the Vertical Concepts are introduced in our history curriculum.



Vertical Concepts

Quest for Knowledge

Knowledge



It has taken a **very long time** for the knowledge that people have today (about houses and the things inside them) to be developed.

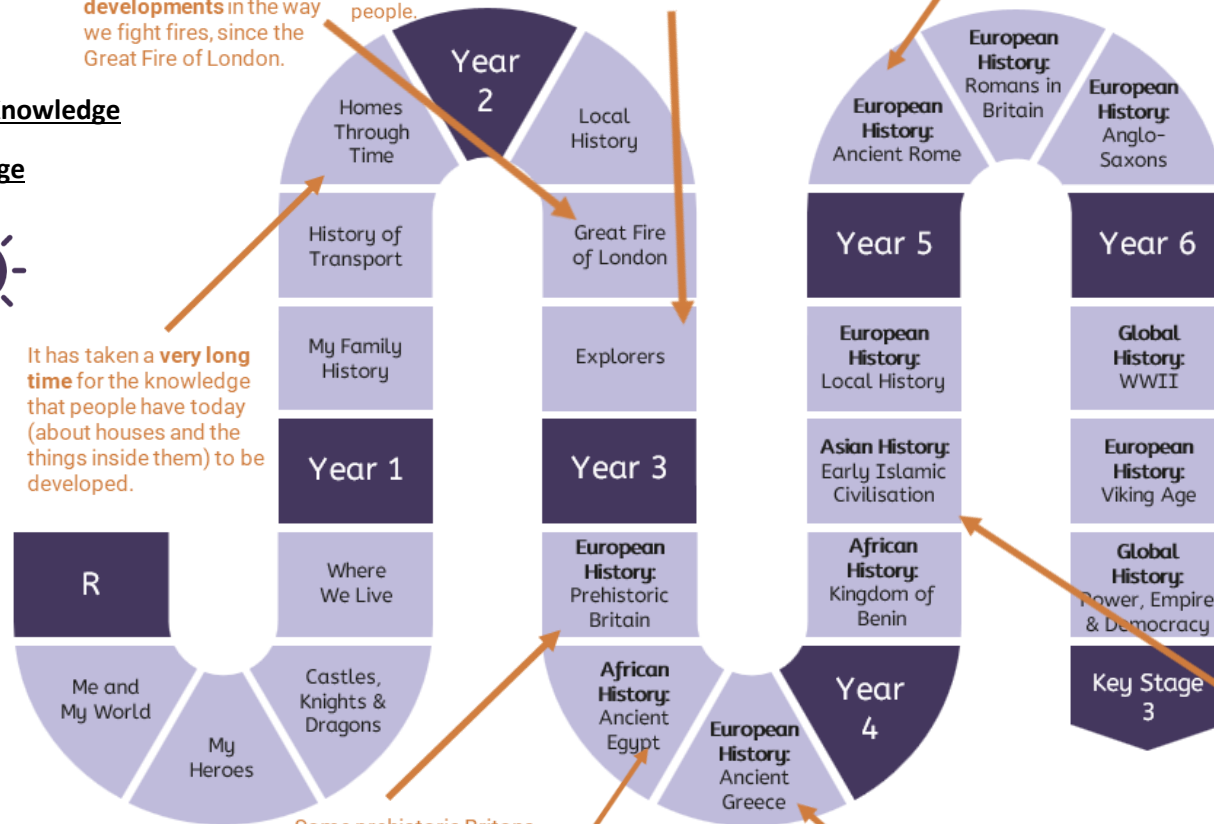
There have been **technological developments** in the way we fight fires, since the Great Fire of London.

Different peoples hold different knowledge. Sacagawea knew more about the landscape than others on her expedition).

The knowledge we have today needed to be **developed** by someone or some people.

The **pursuit of knowledge** may come from necessity; as the Romans expanded their empire, they expanded technology (e.g. underfloor heating for colder parts of the empire).

As the Roman empire grew, they were exposed to more ideas that they could build on.



Some prehistoric Britons **built stone structures** like Stonehenge.

Different systems of **writing were developed** in history. They helped to share ideas over time and across bigger areas. Ancient Egyptians used **hieroglyphics**.

Ancient Egyptians **built huge stone pyramids**.

Ancient Greeks created new **architectural orders** and **built** temples to worship gods.

Ancient Greeks **learnt things from** the ancient Sumerians and built on this knowledge.

Deciding what knowledge is taught in schools is a contentious decision, and people have different opinions about it.

The **pursuit of knowledge** is central part of beliefs in Islam.

The **House of Wisdom** at Baghdad allowed scholars from across Europe, Africa and Asia to share ideas.

The importance of the **written word** is shown because lots of knowledge was lost for a long time, as books were thrown into the river Tigris by the Mongols.

This page shows how the Vertical Concepts are introduced in our history curriculum.



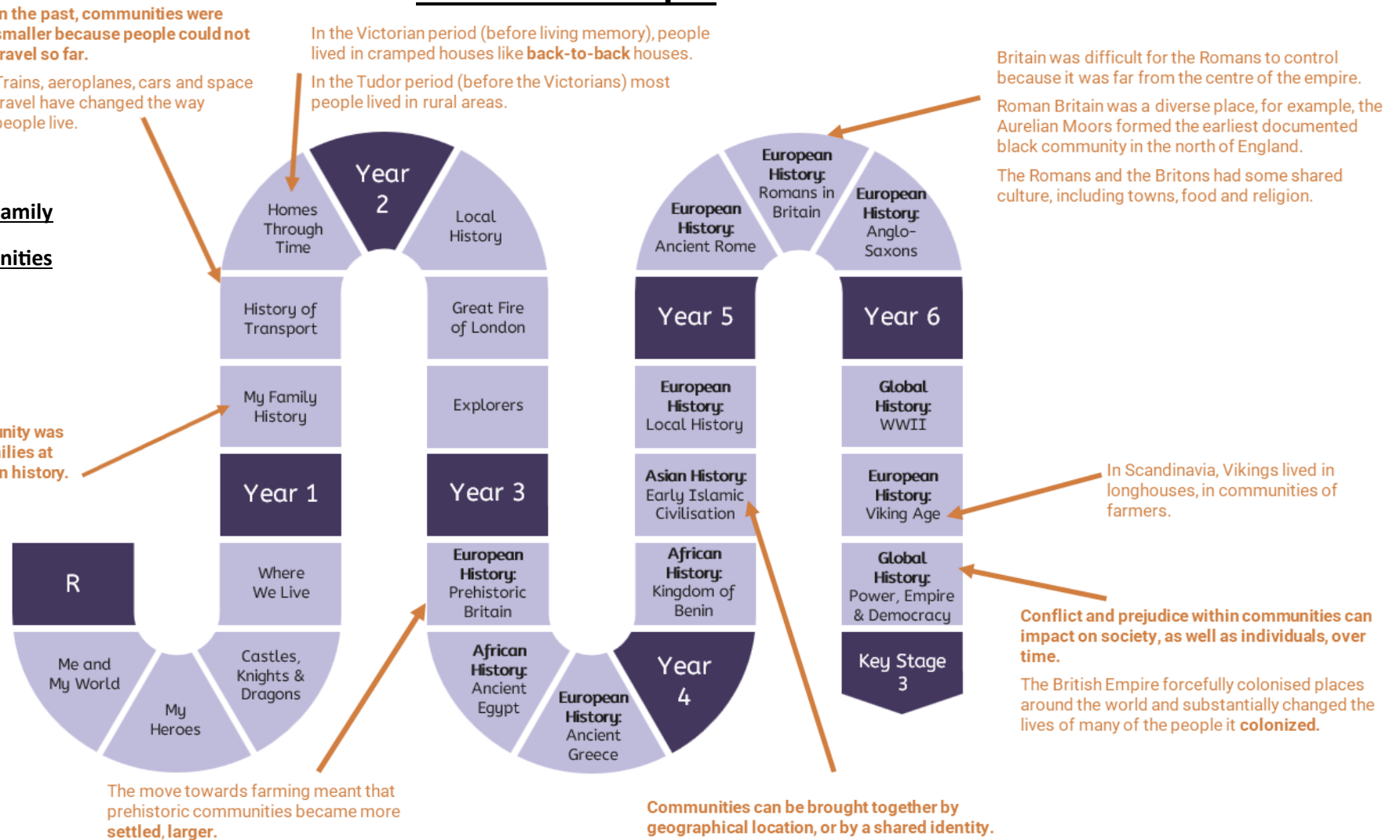
Vertical Concepts

Community and Family

Changing Communities



My local community was different for families at different times in history.



This page shows how the Vertical Concepts are introduced in our history curriculum.



KS2 Timeline

